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ABSTRACT

Information is provided on the status of community college transfer students applying to and enrolling in the University of California (UC). The report also focuses on a proposed UC transfer plan intended to improve procedures by which transfer students are advised of and prepared for UC enrollment. The first section of the report describes the structure and reviews of the California Master Plan. The second section outlines UC policies governing transfer, including transfer history, priority for community college transfers, distribution of undergraduate enrollment, and criteria for admission and selection. Application, admission, and enrollment data are described next, including ethnicity of enrolled transfers, other student characteristics, and community college origins of transfer students. The fourth section discusses persistence and graduation of California community college transfers enrolled in UC. The final section the UC's five-point transfer plan, consisting of the following topics: targeted efforts with underrepresented minority students; student counseling, advising, and information; articulation efforts; faculty-to-faculty activities; and data collection and evaluation. A schematic representation of the plan, including goals, assumptions, program descriptions, program status, and cost estimates, is attached. (JMC)

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Report on University of California Transfer Programs and Transfer Plan for Community College Students

University of California

To Members of the Committee on Education Policy:
For Meeting of September 19, 1991

JC910427

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Office of the President
September 11, 1991

TO MEMBERS OF THE COMMITTEE ON EDUCATIONAL POLICY:

ITEM FOR DISCUSSION

For Meeting of September 19, 1991

REPORT ON UNIVERSITY OF CALIFORNIA TRANSFER PROGRAMS AND TRANSFER PLAN FOR COMMUNITY COLLEGE STUDENTS

The purpose of this report is to provide information on the status of Community College transfer students applying to, and enrolling in, the University of California. The report also highlights a proposed University of California Transfer Plan intended to improve procedures by which transfer students are advised of, and prepared for, University enrollment.

MASTER PLAN STRUCTURE AND REVIEWS

The California Master Plan established transfer from Community Colleges to baccalaureate institutions as a central element in providing broad educational opportunity. The Master Plan determined that the University of California would admit undergraduate students from the top 12 1/2% of high school graduates; California State University the top 33 1/3%; and the California Community Colleges any student desirous of and capable of college level work. The rationale for this arrangement was that grouping students with similar levels of preparation and with similar goals is educationally sound, and at the same time the most cost efficient way of providing public postsecondary education.

While the University and the State University were structured more narrowly for students interested in, and prepared for, baccalaureate programs, the Community Colleges were intended to satisfy a number of aims. In regard to baccalaureate education, they were to provide lower division work both for students who were eligible for the University and the State University at high school graduation but who, for a variety of reasons, might wish to enroll at a later time, as well as for students who had potential for college work but who were not yet qualified for the University or the State University based upon their high school records. Community Colleges also offer a wide array of vocational programs as well as coursework for professional and personal development. Within this tripartite structure, transfer plays a pivotol role in making baccalaureate education accessible to all California students with appropriate aspiration and potential.

The Master Plan, issued in 1960, was developed in expectation of dynamic population growth projected for the 1960s and 1970s; the Plan emphasized needs for expansion in staff and facilities, and recommended admission requirements and a pattern for enrollment distribution among the segments.

The Master Plan has been reviewed twice since that time--once in the early 1970s by a select committee of the Coordinating Council of Higher Education and a joint committee of the Legislature, and again in the 1980s by a lay commission and by a joint legislative committee. Reports were issued in 1973 and 1989, respectively. The reviews reaffirmed the distribution of functions devised by the 1960 Plan, and proposed recommendations designed to improve student access from a geographical perspective, and as it pertained to equity issues and the ability of students to move easily among segments. Consequently, a central theme of the joint legislative committee's 1989 report, California Faces... California's Future, is the movement of students from the Community Colleges to the four-year segments.

UNIVERSITY POLICIES GOVERNING TRANSFER

Transfer History

The number of students who have transferred from Community Colleges to the University since the 1960s has fluctuated over the years, as compared to freshman enrollment which has increased in a fairly steady pattern. While the causes of the shifts in numbers of transfers over the years are varied and complex, at least some of the explanation rests with the number of graduating high school students entering Community Colleges; students 22 years of age and younger have generally made up the majority of transfers to the University. However, both the absolute number and the percent of high school graduates entering Community Colleges have fallen since 1970. (Display 1)

DISPLAY 1

CALIFORNIA HIGH SCHOOL GRADUATES ENTERING IN CALIFORNIA COMMUNITY COLLEGES AND TRANSFERS TO THE UNIVERSITY OF CALIFORNIA

FALL 1970 TO FALL 1990

YEAR	NUMBER OF HIGH SCHOOL GRADUATES*	PERCENT OF HIGH SCHOOL GRADUATES TO CALIFORNIA COMMUNITY COLLEGES**	NUMBER OF TRANSFERS TO UC
1970-71	262,661	46.0%	5,166
1971-72	270,518	45.6%	6,154
1972-73	268,050	41.8%	7,165
1973-74	281,547	41.3%	8,193
1974-75	289,714	41.3%	7,813
1975-76	293,941	43.1%	8,002
1976-77	289,454	41.7%	7,123
1977-78	285,360	43.3%	6,392
1978-79	283,841	41.4%	6,193
1979-80	278,548	42.1%	5,669
1980-81	271,524	42.9%	5,386
1981-82	263,392	41.6%	4,847
1982-83	265,924	42.8%	5,137
1983-84	261,994	37.9%	5,307
1984-85	257,633	36.3%	5,257
1985-86	251,143	33.0%	4,932
1986-87	252,150	35.8%	4,861
1987-88	262,921	34.5%	5,465
1988-89	274,812	35.4%	5,855
1989-90	268,983	35.6%	6,224
1990-91	258,949	N/A	7,420

* Includes public and private high schools.

**Percent of all high school graduates.

Source: California Postsecondary Education Commission 1990 Student Profiles and CBEDS.

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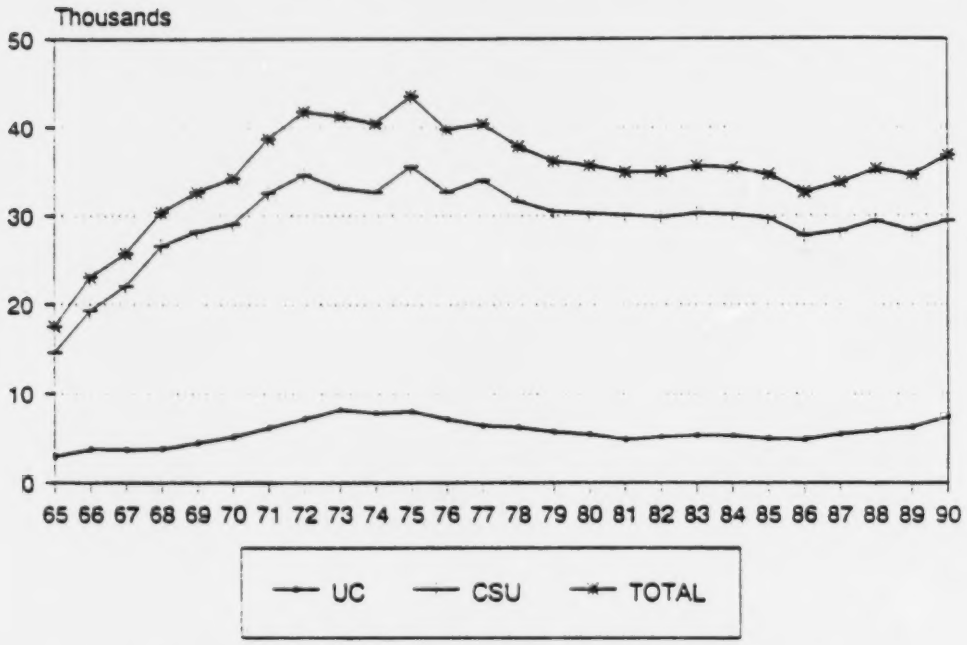
From 1965 to 1975 Community College transfers to the University climbed from about 3,000 in 1965 to about 8,000 in 1975 (Display 2). From 1975 to 1981 the numbers dropped by 39% to about 4,800. Roughly the same rise and fall occurred in Community College transfers to the State University, although the decline was not so steep. In the past decade, the number of transfers to the University has climbed by 53%, from 4,847 in 1981 to 7,420 in 1990.

DISPLAY 2
Transfers from California Community Colleges
To UC and CSU, Fall 1965 - Fall 1990



Source: California Postsecondary Education Commission Student Profiles, Fall 1990.

Priority for Community College Transfers

Consistently throughout these years, as directed by the Master Plan, the University has given priority for advanced standing admission to California Community College applicants over applicants enrolled in four-year institutions. Review of recent application, admission, and enrollment figures for these two groups of students shows this pattern (Display 3). Community College students make up the majority (68% in 1990) of advanced standing applicants, are admitted at a rate nearly double that of applicants from four-year institutions (71% versus 44% in 1990), and, if admitted, are considerably more likely to enroll (79% versus 67% in 1990).

DISPLAY 3

Application, Admission, and Enrollment of
California Resident Transfers: Fall 1989 and 1990
Universitywide

	Applications	% of Total	Admits	Adm Rate (Adm/Appl)	Enrollment	Take Rate (Enr/Adm)
1990						
Total	18,161	100%	11,275	62%	8,591	76%
Comm Coll	12,329	68%	8,725	71%	6,887	79%
4yr/Oth	5,832	32%	2,550	44%	1,704	67%
1989						
Total	16,705	100%	10,163	61%	7,751	76%
Comm Coll	10,424	62%	7,355	71%	5,845	79%
4yr/Oth	6,281	38%	2,808	45%	1,906	68%

Source: UC Office of the President, Admissions and Outreach Services

Distribution of Undergraduate Enrollment

The University also has aimed to maintain, as provided in the Master Plan, a 40/60 distribution of lower to upper division enrollment among its undergraduate population. In 1991-92, it is projected that the University's undergraduate population will reflect this ratio, although in past years shifts in student demand and changes in the student level definition used to calculate the ratio have affected progress toward achievement of 40/60. Display 4 shows the University's undergraduate enrollment ratio over the past three years and the enrollment for the coming year as projected by students' Statement of Intent to Register.

DISPLAY 4

Progress in the Achievement of a
40/60 Ratio of Undergraduate Enrollment
Universitywide

	88-89	89-90	90-91	91-92*
Lower Div	54,004	52,995	50,591	49,840
Upper Div	63,584	66,704	70,685	73,113
CRED Only**	925	935	1,056	1,102
UG Total #	118,513	120,634	122,332	124,055
ud/total %	0.54	0.56	0.59	0.60

** projection based on Students Statement of Intent to Register*

***Credential Only*

Source: UC Office of the President, Academic Planning and Program Review, August 1991.

Criteria for Admission and Selection

The criteria for transfer eligibility to the University of California build upon freshman requirements. To be eligible for admission as a resident transfer, applicants must meet one of two sets of requirements:

1. if eligible from high school students must attain at least a 2.0 average in transferable college coursework; or
2. if ineligible from high school, students must remedy whatever deficiencies rendered them ineligible, complete 56 semesters or 84 quarter units, and attain at least a 2.4 average.

In admitting entering classes, campuses that cannot accommodate all eligible applicants employ selection criteria beyond the minimum eligibility requirements. This selection process is structured by guidelines contained in the University's Policy on Undergraduate Admissions, as approved by The Regents in May 1988. Among advanced standing applicants, highest priority for admission is given to California Community College transfers who have attained junior level standing. Supplemental criteria used in assessing individual applicants are as follows:

Academic Criteria

- Completion of a specified pattern or number of courses that meet general education or breadth requirements.
- Completion of a specified pattern or number of courses that provide continuity with upper division courses in the major.
- Achievement of a specified GPA in all transferable courses.
- Participation in academically selective honors courses or programs.

Supplemental Criteria

- Special talents, interests, or experiences that demonstrate unusual promise of leadership, achievement, and service in a particular field such as civic life or the arts.
- Special circumstances that have adversely affected the applicant's life experiences.
- Ethnic identity, gender, and location of residence.

APPLICATION, ADMISSION, AND ENROLLMENT DATA

Two years of data on application, admission, and enrollment are available for California resident California Community College transfers. From Fall 1989 to Fall 1990, the number of Community College applicants grew by 18% (see Display 3). Admission of

California Community College transfers increased by 19% with parallel gains in enrollments: the number of new enrolled Community College transfers rose from 5,845 in Fall 1989 to 6,887, an 18% increase, in Fall 1990. These statistics in part reflect the effect of the numerous University programs to promote Community College transfer.

Ethnicity of Enrolled Transfers

Along with the overall growth in transfers in recent years, the number of underrepresented minority transfers also has grown (Display 5). Further, their proportion of total transfers has increased. Absolute numbers of underrepresented minority transfers, however, remain low; moreover, the proportion of underrepresented minorities among transfer students is considerably lower than the proportion among entering freshmen.

DISPLAY 5

COMMUNITY COLLEGE TRANSFER STUDENTS TO UC AND CSU BY ETHNICITY
FALL 1980 - FALL 1990 (IN PERCENTS)

YEAR	White		Chicano/ Latino		African American		Asian		Filipino		American Indian		No Response		TOTAL*
UC	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
1980	3,717	77.0%	357	7.4%	182	3.8%	466	9.7%	52	1.1%	55	1.1%	260	5.4%	5,378
1981	3,266	75.0%	357	8.2%	177	4.1%	457	10.5%	54	1.2%	41	0.9%	195	4.5%	4,844
1982	3,482	74.8%	389	8.4%	176	3.8%	519	11.1%	60	1.3%	32	0.7%	183	3.9%	5,136
1983	3,568	73.1%	434	8.9%	204	4.2%	586	12.0%	47	1.0%	43	0.9%	177	3.6%	5,305
1984	3,483	72.5%	461	9.6%	161	3.4%	585	12.2%	72	1.5%	41	0.9%	144	3.0%	5,257
1985	3,209	70.7%	492	10.8%	151	3.3%	574	12.6%	75	1.7%	41	0.9%	120	2.6%	4,931
1986	3,005	69.5%	431	10.0%	168	3.9%	591	13.7%	86	2.0%	40	0.9%	216	5.0%	4,858
1987	3,466	68.7%	525	10.4%	183	3.6%	708	14.0%	115	2.3%	51	1.0%	147	2.9%	5,465
1988	3,673	67.8%	639	11.8%	185	3.4%	740	13.7%	95	1.8%	82	1.5%	163	3.0%	5,855
1989	3,882	68.0%	680	11.9%	197	3.4%	780	13.7%	94	1.6%	78	1.4%	215	3.8%	6,224
1990	4,366	65.3%	796	11.9%	209	3.1%	1,065	15.9%	147	2.2%	101	1.5%	328	4.9%	7,420

* The total includes nonresident aliens, "other" ethnicity, and nonrespondents, all of whom were excluded from the number on which the computation of percentages for the various ethnic groups was based. Therefore, numbers for specific ethnic groups that might be computed from the data in this table would likely be larger than those actually reported.

Source: California Postsecondary Education Commission: Student Profiles, Fall 1990, and CPEC transfer reports.

As a point of comparison, the ethnic makeup of the total number of students enrolled for credit at the California Community Colleges is shown in Display 6. (Credit enrollment does not necessarily represent the pool of students pursuing a course of study leading to transfer, since this broad group may be made up of students working toward a variety of different goals: transfer, vocational programs, personal development, and others. It is, however, a reasonable measure of the ethnic makeup of Community College enrollment.)

DISPLAY 6

Total Credit Enrollment at the
California Community Colleges, Fall 1989, by Ethnicity

STATEWIDE TOTAL	African American	American Indian	Chicano/ Latino	Filipino	Asian*	White	Other	Non-Resident	No Response	TOTAL
1989 #	80,888	14,296	161,129	30,556	85,923	670,381	21,709	36,058	35,179	1,136,119
%	7.1%	1.3%	14.2%	2.7%	7.6%	59.0%	1.9%	3.2%	3.1%	100.0%

*Includes Pacific Islander

Source: California Postsecondary Education Commission Student Profiles, 1991.

Other Characteristics of Fall 1990 California Community College Transfers

Major Selected

Among Community College transfer applicants, the most popular disciplinary area as choice of major is the social sciences; 39.7% of applicants express preference for that discipline while a considerably smaller group (16.8%) selects programs in the humanities. Next in order of preference is natural science (12.5%), followed by physical science/mathematics (6.9%) and engineering (6.9%).

Age

The resident Community College transfer applicant population is made up primarily of students who are within 2-4 years of high school graduation. About 66% of applicants are 22 years of age or younger (Display 7).

DISPLAY 7

CALIFORNIA RESIDENT COMMUNITY COLLEGE TRANSFERS
TO THE UNIVERSITY OF CALIFORNIA BY AGE
FALL 1990 TERM

AGE	APPLICANTS	ADMITS	ENROLLED
18/Younger	57	42	36
	0.5%	0.5%	0.5%
19	512	317	251
	4.2%	3.6%	3.6%
20	3,025	2,198	1,785
	24.5%	25.2%	25.9%
21	2,948	2,090	1,653
	23.9%	24.0%	24.0%
22	1,570	1,077	857
	12.7%	12.3%	12.4%
23	886	611	464
	7.2%	7.0%	6.7%
24	579	430	322
	4.7%	4.9%	4.7%
25/Older	2,752	1,960	1,519
	22.3%	22.5%	22.1%
TOTAL	12,329	8,725	6,887
	100.0%	100.0%	100.0%

Source: UC Office of the President, Admission and Outreach Services

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Geographic Origin

Paralleling the pattern for University freshmen, approximately one-half of Community College transfers reside in the Los Angeles and the San Francisco Bay Area counties, with the highest proportion residing in the San Francisco Bay Area (24.5%).

University of California Campus Choices

The majority of Community College transfers (55%) apply to only one University of California campus. Smaller proportions apply to two (21%) and three campuses (16%). Berkeley and Los Angeles are the most popular campus choices among Community College students. Over 51.5% of these students apply to one or both of these campuses. Because a high proportion of Community College transfer students apply only to Berkeley and Los Angeles, and spaces available are limited, satisfactory placement of these students is difficult.

Academic Profile

Over 82% of the Community College transfer students the University enrolled in Fall, 1990 were ineligible for admission as freshmen, primarily because they lacked some of the required high school subjects and/or their grades were too low. For Asian American, Filipino American, and White students, the percentage of high school ineligibles was slightly lower than the average for the total transfer population. Transfers in other ethnic categories, however, for the most part were ineligible for the University at the time of high school graduation (Display 8).

DISPLAY 8

Enrolled California Resident Community College Transfers
by High School Eligibility
Fall 1990

HIGH SCHOOL ELIGIBILITY TYPE	ETHNICITY AFR AM	AM IND	ASIAN	CHICANO	NO RESPONSE	LATINO	FILIPINO	WHITE	TOTAL
REGULARLY ADMISSIBLE	19	8	132	51	50	19	23	610	912
	9.3%	8.3%	14.3%	9.3%	13.8%	8.2%	16.8%	13.9%	13.2%
CEEB ELIGIBLE ONLY	0	1	3	1	1	1	1	19	27
	0.0%	1.0%	0.3%	0.2%	0.3%	0.4%	0.7%	0.4%	0.4%
SUBJECT DEFICIENCY	3	4	52	8	6	6	5	163	247
	1.0%	4.2%	5.6%	1.5%	1.7%	2.6%	3.6%	3.7%	3.6%
SUBJECT/SCHOLARSHIP DEFICIENCIES	169	79	668	470	297	186	103	3,444	5,416
	75.6%	82.3%	72.4%	85.6%	82.0%	80.5%	75.2%	78.5%	78.6%
OTHER/UNKNOWN	13	4	68	19	8	19	5	149	285
	5.2%	4.2%	7.4%	3.5%	2.2%	8.2%	3.6%	3.4%	4.1%
TOTAL	204	96	923	549	362	231	137	4,385	6,887
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: UC Office of the President, Admissions and Outreach Services

The overall entering grade point average of regularly admitted Community College transfer students was 3.21 in Fall 1990. The average entering GPA of students from underrepresented groups were: African Americans - 2.98. American Indians - 3.09, Chicanos - 3.08, and Latinos - 3.12.

Community College Origins of Transfer Students

The transfer rate among the 107 different Community Colleges varies greatly (Display 9). The majority of transfers come to the University from a small number of Colleges; over 63% were sent to the University from just over 20% of the Community Colleges. Colleges sending the smallest number of students tend to be rural or those with unusually high proportions of underrepresented minority students in their enrollment.

DISPLAY 9

NEW STUDENTS SENT FROM CALIFORNIA COMMUNITY COLLEGES
TO THE UNIVERSITY OF CALIFORNIA *
FALL 1990

* Range of Students Sent	Number of CC Campuses Included**	Percent of Total Colleges	* Number of Transfers	Percent of Total Transfers
200 and above	8	7.6%	2,503	33.8%
199-150	6	5.7%	925	12.5%
149-100	9	8.6%	1,246	16.8%
99-75	11	10.5%	920	12.4%
74-50	11	10.5%	678	9.2%
49-25	18	17.1%	603	8.1%
1-24	42	40.0%	527	7.1%
TOTAL	105	100.0%	7,402	100.0%

* includes new students from all levels: freshmen, transfers, second baccalaureate, as well as students of limited and unknown status.

** includes CC campuses which sent at least one student to UC.

Source: UC Office of the President, Admissions & Outreach Services, Report CSS321-D

Community Colleges whose transfer rates are highest tend to be those which enroll large number of students, have greater than average numbers of full-time students among their enrollees, and enroll high proportions of younger students (less than 24 years of age). A comparison of Community Colleges with high and low transfer rates shows a distinct difference in the proportion of full-time Community College students under the age of 24. The length of time a particular College has been established also relates to transfer rates. California Community Colleges

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established over longer periods of time generally have higher transfer rates. Also, the rate at which underrepresented minority students transfer from a particular college usually correlates with the overall transfer rate. In other words, those Colleges that are most successful in transferring students to baccalaureate institutions tend to demonstrate high rates for all ethnic groups, including underrepresented minority groups.

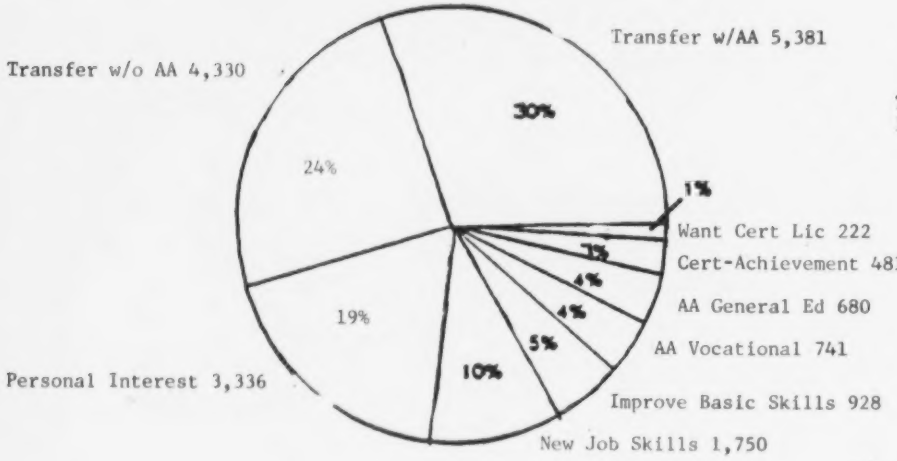
One important factor should be noted about transfer patterns; it would appear that Colleges differ markedly in the educational objectives of their entering classes. One instance of this can be illustrated by data provided by the Contra Costa Community College District (systemwide data for the Community Colleges are unavailable).

Among the three Colleges in the Contra Costa district, Diablo Valley has a high transfer rate, while Los Medanos and Contra Costa are lower. These outcomes are not surprising when the intentions of students entering the three Colleges are examined (Display 10). Of entering Diablo Valley students, 54% indicate transfer as their objective, while only 31% of Contra Costa students and 28% of Los Medanos students so indicate.

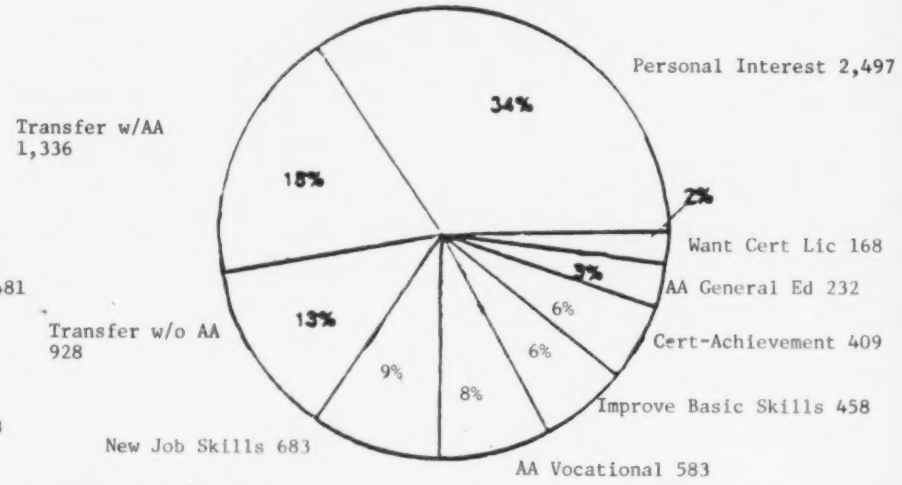
DISPLAY 10

Educational Objectives of Entering Contra Costa Community College District Students (by College)
SPRING 1991

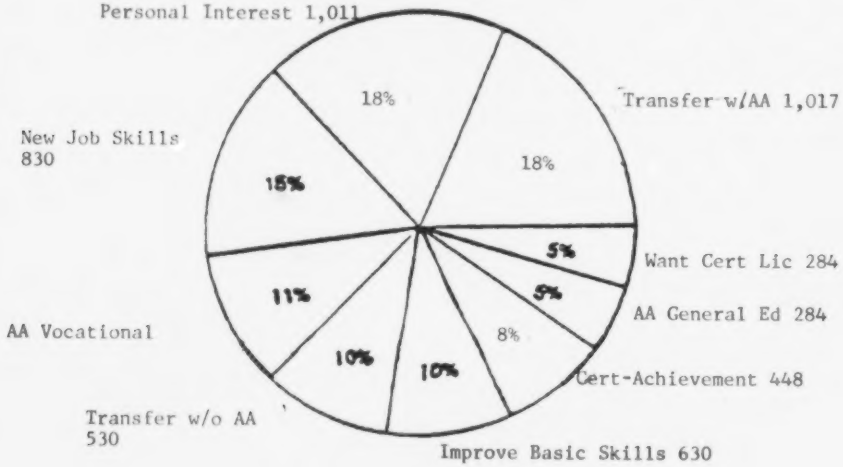
DIABLO VALLEY COLLEGE



CONTRA COSTA COLLEGE



LOS MEDANOS COLLEGE



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Source: Contra Costa Community College District, Office of District Relations

14

PERSISTENCE AND GRADUATION OF CALIFORNIA COMMUNITY COLLEGE TRANSFERS ENROLLED AT THE UNIVERSITY OF CALIFORNIA

Universitywide and campus graduation rates for Fall 1982 regularly admitted upper division California Community College transfers (including intercampus transfers[1]) are as follows: Nearly one-third (32.0%) of these Community College transfers graduate within two years after entrance. Three- and four-year graduation rates are 63.6% and 70.9%, respectively. As is true with students who enter the University of California as freshmen, most students who fall within the three-year or four-year graduation rate do not take a full three or four calendar years to complete degree requirements.

There is a very slight difference in the Universitywide retention rates of men and women: 71.8% of women versus 70.0% of men complete degree requirements within four years.

Universitywide four-year graduation rates for Community College transfer students by ethnic groups are: African Americans - 47.0%, American Indians - 66.7%, Asian Americans - 72.3%, Chicanos - 66.9%, Filipinos - 58.6%, Latinos - 56.5%, and Whites - 72.6% (Display 11).

DISPLAY 11

Universitywide Graduation Rates for Fall 1982 Regularly Admitted Upper Division California Community College Transfer Students by Ethnicity

(Includes intercampus transfers)

ETHNICITY	Number of Entering Students	Graduated Within____Years from UC Two	Three	Four
African American	66	15.2%	39.4%	47.0%
American Indian	15	33.3%	46.7%	66.7%
Asian American	357	28.0%	64.5%	72.3%
Chicano	121	32.2%	60.3%	66.9%
Filipino	29	17.2%	55.2%	58.6%
Latino	69	15.9%	46.4%	56.5%
White/Other	2,160	34.1%	65.4%	72.6%
TOTAL STUDENTS*	2,930	32.0%	63.6%	70.9%

** includes students of unknown ethnicity*

Source: UC Office of the President, Student Research and Operations

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[1] Community College transfers who, subsequent to Fall 1982 regular admittance to a UC campus, transfer to and complete requirements at another UC campus.

Campus differences in the four-year graduation rates of transfer students range from 55.2% at San Diego to 80.6% at Santa Barbara. Further, the four-year graduation rates of transfer students who were originally eligible for admission to UC upon high school graduation are higher than those who were high school ineligible: 76.7% vs. 67.7%.

As is the case for entering freshmen, there are only minor differences in the Universitywide retention of students in different academic disciplines. The four-year graduation rates for Fall 1982 upper division transfer are: Humanities - 74.2%, Social Science - 70.8%, Physical Sciences - 70.2%, and Life Science - 68.2%. In addition, 66.9% of transfers entering without a declared major eventually complete degree requirements in their chosen field of study.

Trends in the Retention and Graduation of Regularly Admitted California Community College Transfers

Three-year graduation rates have increased for all ethnic groups. In addition, three-year graduation rates for most underrepresented minority California Community College transfers have increased at a faster rate than the Universitywide average (Display 12).

DISPLAY 12

Universitywide Trends in Three-Year Graduation Rates for Regularly Admitted Upper-Division California Community College Transfer Students Entering Fall 1982 to Fall 1985
(Does not include intercampus transfers)

ETHNICITY*	Entering Fall Term 1982	1983	1984	1985	+/- Change 1982 -->1985
African American	39.4%	43.7%	40.7%	53.6%	+14.2%
Asian American	64.2%	64.9%	68.3%	64.1%	-0.1%
Chicano	60.3%	60.5%	52.3%	62.5%	+2.2%
Latino	46.4%	46.4%	53.3%	55.6%	+9.2%
White/Other	64.6%	65.5%	67.8%	66.2%	+1.6%
TOTAL STUDENTS	62.9%	63.8%	66.2%	65.0%	+2.1%

* Retention rates of American Indians and Filipinos are not displayed by year due to small enrollments. The average three-year graduation rates for American Indians and Filipinos entering Fall 1982 through Fall 1985 are 51.4% and 55.5% respectively.

Source: University of California Office of the President, Student Research and Operations.

UNIVERSITY OF CALIFORNIA FIVE POINT TRANSFER PLAN

Background

Reassessment of policies and procedures governing access and admission to the University's undergraduate programs has provided impetus for the Proposed Plan for Transfer Students which is attached (Attachment A). Freshman admission requirements have been reviewed four times over the past ten years and careful thought has been given to the process for determining the makeup of entering freshman classes; selection is based upon the principles contained in the admissions policy approved by The Regents in 1988.

While admission of transfer students also is governed by Regental policy, the makeup of entering transfer cohorts, which has received less attention, merits analysis and direction. This Proposed Plan is intended to contribute to that process, solidifying structures underpinning the transfer process and establishing a series of joint programs with Community Colleges to help in ensuring a stream of well prepared transfer students into the University's upper division programs.

A second impetus for this Plan is the recently concluded review of the Master Plan for Higher Education and pending Master Plan legislation. The Master Plan review emphasized the need for greater cooperation between the University and Community Colleges in preparing students for transfer and more effective practices at all stages of the transfer process.

Development of the Transfer Plan

The University's proposed Transfer Plan was developed over the past year through a process involving internal discussions as well as consultation with the California Community Colleges and the California State University. Each of these other segments of California postsecondary education, as well as the Association of Independent Colleges and Universities, has developed a plan parallel to the University Plan.

In preparing these plans, California's various segments of postsecondary education scheduled internal meetings of faculty and administrative officers to analyze current programs and structures and to develop new strategies to improve the transfer process. Simultaneously, representatives of the various educational segments met, shared planning materials, and conferred about common direction and cooperative activities. These discussions have been supplemented by work the segments have carried out jointly on the Transfer and Articulation Cluster of the Intersegmental Coordinating Council and various other intersegmental groups.

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In its current form, the Plan proposes a series of joint programs with Community Colleges. Implementation of the programs and activities proposed would take place over a number of years as funds become available in the State budget for new initiatives. This Plan is intended to set direction and priorities for future transfer development.

Major Directions of the University of California Transfer Plan

The University's undergraduate population now reflects the 40/60 lower/upper division ratio the Master Plan prescribes. In light of the increased number of transfers entering the University, the Plan aims to sustain the ratio, to enlarge the representation of underrepresented minority students among transfers, and to strengthen student academic preparation and program planning, thereby reinforcing the knowledge and skills students need for success in the major and completion of the baccalaureate.

Targeted Efforts with Underrepresented Minority Students

The first major section of the Transfer Plan, Targeted Efforts with Underrepresented Minority Students, would develop a model based on two of the University's most successful programs--the Early Academic Outreach Program (EAOP) and the Puente Program. As in EAOP, a group of entering Community College students would be identified and monitored at regular intervals throughout their lower division Community College work, receiving intensive counseling and advice about preparation for their chosen major. Also, these students would be assured access to appropriate Community College course work and services. As is true in the Puente program, any deficiencies in participants' basic skills or knowledge would be made up through specially designated courses.

This new program would be securely rooted in existing Community College efforts for promoting transfer, such as Transfer Agreements[2] and Transfer Centers[3]. The new program would draw upon these two existing sources for systematic academic planning advice (with the full array of major requirements clearly defined) and information on the full spectrum of four-year campus options.

Finally, the University's Student Affirmative Action Plan would be enhanced, specifically to include more detailed goals and strategies for underrepresented minority enrollment and graduation.

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[2] Transfer Agreements: programs offering Community College students either a guarantee, or priority, for admission to a particular campus, provided they meet specified requirements.

[3] Transfer Centers: programs, located on Community College campuses, which collect, organize, and distribute information needed by students preparing for transfer.

Student Counseling, Advising, and Information

This section of the Transfer Plan addresses one of the most challenging issues related to transfer, identification of potential transfer students and monitoring of their individual progress; especially as it relates to successful completion within a major.

The large Community College enrollment (over 1 million students), the lack of a clearly identifiable transfer pool, the variety of goals (transfer and non-transfer) students at Community Colleges pursue, their propensity for part-time enrollment, and their patterns of attendance at multiple Colleges mean that contact with University representatives can be sporadic and haphazard.

An overall system for identifying potential transfers must, of course, be implemented by Community Colleges. The University would work with Colleges to specify junctures when academic planning advice for University programs is most critical; also, information on potential transfers would help in planning so that space can be made available for students when they are prepared to transfer.

The second effort of the Student Counseling, Advising, and Information section of the Transfer Plan would expand and develop the University's Counselor Conferences, which now bring Community College counselors up-to-date information on University programs. Conferences, which now are annual one-day meetings, would be expanded to two full days annually, be designed in an institute format, and would more thoroughly prepare counselors--both novices and experts--to advise students about the wide range of University campus options and majors.

Remaining items of this section of the Transfer Plan--including Transfer Agreements, increased University participation in Transfer Centers, and an "academic advising package" -- would work in tandem to systematize academic planning for students preparing for transfer, such that their academic preparation is stronger and more purposeful. These efforts are expected to make students' transition to a University campus smoother.

Articulation Efforts

This section of the Transfer Plan would bring to full operation three existing articulation efforts, ASSIST[4], IGETC[5], and major

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[4] ASSIST: Articulation System Stimulating Inter-Institutional Student Transfer -- a computerized articulation and transfer planning system, containing course articulation and degree check data, as well as information describing individual campus programs and services.

[5] IGETC: Intersegmental General Education Transfer Core -- the IGETC outlines a general education program which Community College students can use to satisfy lower-division general education requirements at any University or State University campus.

preparation agreements. Full implementation of ASSIST will make course articulation and other transfer planning information widely available, using computer technology, and IGETC will simplify satisfaction of general education requirements for transfer students.

Faculty to Faculty Activities

In all of the efforts described in the Transfer Plan, faculty involvement--both University of California and Community College--is essential. Three special programs are proposed on this point, all previously operating on a limited basis at one or more University campuses: 1) disciplinary meetings in mathematics and English; 2) theme-based summer institutes to promote dialogue between University and Community College faculty; and, 3) a faculty exchange program. The primary aims of the three programs are broader understanding and agreement between faculty at both segments regarding course work standards and content. In addition, the programs will provide opportunity for exchange regarding new thinking in the various academic disciplines.

Data Collection and Evaluation

Under the aegis of the Intersegmental Coordinating Council, recommendations have been prepared for adoption of common definitions across segments for elements of transfer data and for collection of new elements of information. These new elements include definition of a "transfer pool". Implementation of data collection can now begin, along with discussions among the three segments of public higher education for further exchange of information which allow for evaluation of transfer procedures and programs.

(Attachment)

UNIVERSITY OF CALIFORNIA

PROPOSED COMMUNITY COLLEGE FIVE POINT TRANSFER PLAN

GOALS:

The University of California serves the needs of California Community College transfer students within the framework of the state's Master Plan for Higher Education. Accordingly, the University's undergraduate population reflects a 60/40 upper/lower division distribution. Among advanced standing applicants, resident California Community College transfers who have achieved upper division standing have priority for University admission. Requirements for advanced standing admission ensure that students enrolling at the upper division level complete work comparable to that offered in the University's lower division programs and that these students can succeed academically and graduate. The University's student body both meets high academic standards and encompasses the cultural, racial, geographic, economic, and social diversity of California

Implicit in the state's transfer structure is a commitment on the part of California's Community Colleges and the University to work cooperatively to establish a transfer process that is accessible and logical and that provides students the support necessary for them to achieve their academic goals.

ASSUMPTIONS:

The programmatic directions of the transfer plan shown below represent the recommendations of a Universitywide Task Force consisting of representatives of the eight general University of California campuses. The plan assumes continued support for a broad structure of transfer activities and programs already in place throughout the University. These include a comprehensive transfer student advising and recruitment program, the transfer center program, a broad based articulation system, special programs for admission and enrollment of transfer students, a variety of faculty-to-faculty programs, and model efforts on the part of individual University of California campuses to work closely with community colleges in transfer student preparation. All of the programs shown below are either new or expanded efforts the University proposes. As such, most would require substantial new funding in order for plans to be implemented.

FIVE PROGRAMMATIC DIRECTIONS OF TRANSFER PLAN

PROGRAM	RESPONSIBILITY	STATUS	COST ESTIMATE
A. TARGETED EFFORTS WITH UNDERREPRESENTED MINORITY STUDENTS			
Establishment, in cooperation with Community Colleges, of an Underrepresented Minority Transfer Program. Development and expansion of Puente-type programs organized along disciplinary lines and integrating principles of identification, preparation, group dynamics, and monitoring.	UC/CCC	Pilot Projects in place. Expansion to be planned.	1.2 million

ATTACHMENT A

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PROGRAM	RESPONSIBILITY	STATUS	COST ESTIMATE
Follow-up of Early Academic Outreach graduates and other promising underrepresented minority high school students who enroll at California Community Colleges.	UC/CCC	Planning	1.0 million
Use of transfer agreements and transfer centers to increase underrepresented minority transfers with special emphasis given to academic planning.	UC/CCC	Pilot projects	Cost included in Section B.
Reworking of 5-year University of California Student Affirmative Action plan to strengthen planning for participation of underrepresented minority transfers at UC.	UC	Planning	$ 10,000
B. STUDENT COUNSELING, ADVISING, AND INFORMATION			
In cooperation with community colleges, institute a systematic program for identification and monitoring of potential transfers. Develop appropriate means for UC contact with potential transfers identified.	UC/CSU/CCC	Planning	$25,000 (planning costs only)
Establish semi-annual community college counselor training institutes. Develop two-day workshops with aim of providing community college counselors with information, personal contacts, and resource materials for detailed advising for UC preparation.	UC/CCC	Planning	$500,000
Develop concept of transfer agreements and expand transfer transfer center services to strengthen transfer planning.	UC/CCC	Planning	3.5 million
Development of an "academic advising package" applicable to all UC campuses and designed to systemize academic planning for transfers, especially in the sciences.	UC/CCC	Planning	$250,000

PROGRAM	RESPONSIBILITY	STATUS	COST ESTIMATE
C. ARTICULATION EFFORTS			
Continued development of ASSIST, with the goal of a statewide information network linking all campuses of the three public segments.	UC/CSU/CCC	Ongoing effort (5-year plan in process)	$ 800,000
Institutionalization of IGETC	UC/CSU/CCC	Ongoing effort	$ 75,000
Expansion and improved use of major preparation agreements.	UC	Planning	$250,000
D. FACULTY TO FACULTY ACTIVITIES			
Establishment of semiannual disciplinary meetings in mathematics and English.	UC/CCC	Systemize and expand present programs	$200,000
Development of theme-based UC summer institutes for community college faculty to promote dialogue with UC colleagues.	UC/CCC	Expand pilot programs	$250,000
Faculty exchange program.	UC/CCC	Expand pilot programs	
E. DATA COLLECTION AND EVALUATION			
Establishment of data base in cooperation with community colleges for monitoring, planning, and evaluation of the transfer function.	UC/CSU/CCC	Planning	$250,000

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